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view to equipping the individual with all the essential knowledge for accurate and careful calculations when required.

The numerous tables, forms, charts, and formulas, together with lists of abbreviations and symbols used in commercial transactions, make the book serviceable both as a text for school use and as a manual for those already actively engaged in business.

The high-school schedule of recitations.—The steadily increasing size and complexity of public high schools present to the administrative officers of such institutions a continuous problem of organization and adjustment. Under the necessity of keeping staff and equipment in readiness to meet the requirements of ever growing classes and expanding curricula, the high-school principal is driven to a careful analysis of the situation as it exists in his school and to a consideration of the several factors involved in any scheme looking to the effective and economical administration of the educational program for which he is responsible. One of the most difficult of these problems of administration, and one which the principal faces annually, is that of constructing the daily schedule of recitations. An ingenious device which the principal of one large high school has found serviceable in simplifying the task of schedule-making is described in a late number¹ of the "School Efficiency Monographs."

Recognizing the fact that each high-school program must take account of many factors peculiar to the local situation, the author points out certain fundamental considerations that become the basis of all program-making and explains his method of formulating a daily schedule which readily adapts itself to any type of high-school organization and which tends to become permanent with only such readjustments each year as changed conditions and new courses may require.

The plan described employs the "block" method of distributing class sections, a plan which arranges all sections in non-conflicting groups. Assuming that the high-school pupil's program will normally consist of twenty or twenty-five class periods per week, a six-block program is planned, thus allowing at least one free period per day as a means of giving flexibility to the pupil's schedule. In order to avoid possible conflicts, each block is made up of a different group of class periods, so that recitations scheduled in one block cannot conflict with those scheduled in any other block. The class sections are designated by letters, and no section letter is repeated in a given block. The class periods are so arranged within the block as to give an equal distribution of early and late periods of the school day.

Similar specific suggestions are presented with reference to procedure in the assignment of teachers and rooms to recitation sections, equalization of sections, determination of study-rooms, and making the teachers' schedule

¹ MYRON W. RICHARDSON, *Making a High School Program*. Yonkers-on-Hudson, New York: World Book Co., 1921. Pp. 27.

of work. A complete illustrative program, the one in actual use in the Girls' High School of Boston, is presented for reference. The plan is carefully formulated and is described in sufficient detail to enable any high-school principal to make use of it in the task of planning and drafting the program for his own building.

Poetry for high-school pupils.—The aim of a recently published anthology¹ is to present to young readers, ages fifteen to twenty, the principal types of poetry, English and American. Poems of the two nations are intermingled; the standard "classic" poems have been supplemented by attractive but less well known poems; all poems are selected for their intrinsic merits rather than for their literary reputation; notes are restricted to suggestions which will assist directly in the interpretation of the literature itself. As may be anticipated, narrative poems occupy a somewhat larger part of the book than lyrical and reflective poems.

Convenient in shape and size, attractively bound and printed, and containing the most appropriate of classic and modern verse, Professor Alden's book is a distinct contribution as a high-school text.

Spanish texts for high-school classes.—The continuing interest on the part of secondary-school students in the study of Spanish is being met by an active effort among teachers to improve the methods of instruction and to provide a more vital reading content for these courses. The result is a rather rapidly growing list of texts designed for use with high-school classes. Certain of the tendencies with respect to method and material may be indicated by reference to a few of the books recently received.

One volume,² designed for use in either class or individual study, is the first of a series of three texts for teaching Spanish which Professor Galeno has written. He has also a set of Pictorial Wall Charts 30 by 40 inches, thirty-five in number, and a Teacher's Manual in which he describes his method of presentation. In the Preface to this first volume we are told that "the author has endeavored to modify the direct method to the extent necessary to make it intelligible and interesting to the self-student with such aid as he may be able to secure, as well as for class and school work." Professor Galeno is "convinced that pictures greatly facilitate the teaching of a foreign language" and that "teaching by presenting the object or the picture is the natural method." His book contains several very useful illustrations, although none of them have Spanish atmosphere. A good example of their practical character is one in which a child is playing with three books while the mother sits com-

¹ RAYMOND MACDONALD ALDEN (ed.), *Poems of the English Race*. New York: Charles Scribner's Sons, 1921. Pp. 410.

² OSCAR GALENO, *Galeno Natural Method. Spanish Book One*. New York: Gregg Publishing Co., 1921. Pp. xvii+267.